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ABSTRACT

This report is designed to provide the University of South Carolina community with information about undergraduate experiences and activities as perceived by the students. The report deals primarily with: academic experiences and activities and to a lesser extent with student-faculty relationships, friends and acquaintances, extracurricular activities, and satisfaction with educational experience. The data were collected from the Experience of Colleges Questionnaires (ECQ), and several items from the College and University Environment Scales (CUES). The ECQ was first administered to U.S.C. undergraduates in the fall of 1972 and again in the spring of 1974. Comparisons are made between: (1) the two ECQ administrations, and (2) the ECQ and the Institutional Functioning Inventory (IFI). The IFI gains information about faculty perceptions in many of the same areas as the ECQ. Data indicate that the problem of undergraduate academic apathy is especially apparent at the university. Student responses to the scholarship scale items from CUES emphasize a lack of student vigor and faculty challenge, although the potential ability certainly exists as judged from the positive items from CUES. (Author/KE)

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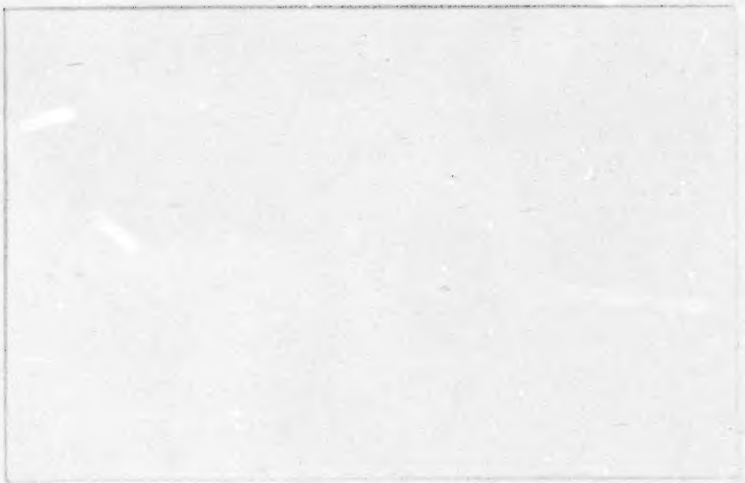

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CHANGING STUDENT PERCEPTIONS OF THE UNIVERSITY OF SOUTH CAROLINA

A Report of the 1972 and 1974 Administrations of the Experience of College Questionnaire

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Introduction

This report is designed to provide the University community with information about undergraduate experiences and activities as perceived by students at the University of South Carolina. The data reported here were collected from the Experience of College Questionnaire (ECQ). Developed in 1970 by Arthur W. Chickering of Strategies for Change and Knowledge Utilization Project, Saratoga Springs, New York, the ECQ is designed to gather information which clearly describes actual campus conditions as perceived by undergraduates. In order to accomplish this, respondents to the questionnaire were directed to specific times and situations in their experiences. For example, students were asked to answer items concerning academic experiences and activities in relation to that course which met next after the administration of the questionnaire. The main concerns of the questionnaire are academic experiences and activities, student-faculty relationships, friends and acquaintances, extra-curricular activities, and satisfaction with educational experiences. In addition, the second administration of the ECQ contained several items from the College and University Environment Scales (CUES). These items provide a measure of the environment utilizing several dimensions, including: practicality, community, awareness, propriety, scholarship, campus morale, quality of teaching and faculty-student relationships. The ECQ contains a total of 174 items.

The ECQ was first administered to U.S.C. undergraduates in the fall of 1972, and again in the spring of 1974. Several comparisons are made in the report between the findings of the two ECQ administrations. Additional comparisons are made between the findings of the ECQ and the findings of the Institutional Functioning Inventory (IFI). The IFI was designed to gain information about faculty perceptions within the University in many of the same areas in which the ECQ measures student responses. Similar to the ECQ, the IFI was administered to U.S.C. faculty in 1972 and again in 1974.

The report deals primarily with: academic experiences and activities and to a lesser extent with student-faculty relationships, friends and acquaintances, extra-curricular activities and satisfaction with educational experience. Only those items which revealed major strengths or weaknesses of the University environment as reported by the participants are reported here. Complete information on all items of the ECQ are available for inspection in the Research Office, Division of Student Affairs.

ACADEMIC EXPERIENCES AND ACTIVITIES

Many of the findings concerning experiences and activities for both of the administrations of the ECQ are presented in the tables included within the text of this section. General interpretative comments will be made about the data contained in each of these tables.

Concerning the educational experiences and activities at USC, the data indicate that the problem of undergraduate academic apathy is especially apparent at the University. Student responses to the scholarship scale items from CUES (Table 1) emphasize a lack of student vigor and faculty challenge, although the potential ability certainly exists as judged from the positive itemsfrom CUES.

Table 1

Items Included from the Scholarship Scale of College and University Environment Scales (ECQ Two Only)

*Positive Items:		
Most of the professors are dedicated scholars in their fields	True	83%
Careful reasoning and clear logic are valued most highly in grading student papers, reports of discussions	True	66%
Most of the professors are very thorough teachers and really probe into the fundamentals of their subjects	True	70%
Courses, examinations and readings are frequently revised.	True	71%
*Negative Items:		
The professors really push students' capacities to the limit.	True	29%
Students set high standards of achievement for themselves.	True	30%
Class discussions are typically vigorous and intense.	True	31%
Students put a lot of energy into everything they do in class or out.	True	24%
There is very little studying here over the weekends.	False	27%
People around here seem to thrive on difficulty - the tougher things get, the harder they work.	True	31%

*Items are determined to be positive if more than 2/3 responded in the keyed direction of agreement or disagreement. Items are determined to be negative if less less than 1/3 respond in the keyed direction.

In relation to the teacher's role in the course (Table 2), there appears to be some movement toward the teacher serving as a resource, requiring the student to take a more active role in the learning process, although the predominate role is still that of the teacher as lecturer, dispensing knowledge and assigning material to be mastered. However, findings indicated that there is little student input into course content (Table 3), although there was some indication of increased student involvement in ECQ 2.

Table 2

Role of Teacher in Course

	ECQ One 1972	ECQ Two 1974
Teacher dispenses knowledge or assigns sources which the student should master.	45.2%	39.3%
Directs efforts flexibly to help student learn.	28.1%	27.8%
Teacher/students work together to increase understanding of subject.	15.5%	16.3%
Teacher serves as resource, students must carry out own plan.	11.2%	16.6%

Table 3

Influence of Students on Course Content

	ECQ One 1972	ECQ Two 1974
Not at all	40.4%	34.8%
In minor respects, within clear structure set by the teacher.	32.5%	34.5%
In some fairly important respects within general structure set by teacher.	21.9%	22.6%
In major aspects in content and/or procedure.	5.3%	8.0%

Concerning the students' general pattern of study (Table 4) and their ability to keep up with assignments (Table 5), findings indicated a trend toward more responsible students with better study habits. However the general pattern in ECQ 2 was still predominantly coasting through courses while keeping up with assignments. This tends to support the findings of CUES (Table 1). Also note that the most often reported reason for study (Table 6) was to complete a requirement for graduation and to obtain academic credit.

Vocational and future interests also are a significant concern in studying. The aspects of mastery and interest, however, seem to have been neglected or ignored.

Table 4

General Pattern of Study

	ECQ One 1972	ECQ Two 1974
Usually coast, work fairly hard at times.	48.3%	39.8%
Work at moderate level fairly steadily	23.5%	26.4%
Work at moderate level, and sometimes quite hard and long.	24.5%	29.1%
Work fairly intensively most of the time, and hard and long at times.	3.6%	4.7%

Table 5

Keeping up with Assignments

	ECQ One 1972	ECQ Two 1974
I have almost always been behind on my assignments	8.3%	7.1%
More often than not I have been behind.	22.5%	18.1%
More often than not I have kept my assignments up to date.	41.7%	36.8%
I have almost always kept up to date.	27.5%	37.0%

Table 6
Reasons for Study

	ECQ One 1972	ECQ Two 1974
To have a sense of mastering the material, of doing a job well	7%	8%
To complete a requirement for graduation and to obtain academic credit.	33%	26%
To broaden my general knowledge, understanding or background.	14%	19%
To study questions I am concerned about and want to understand better.	4%	3%
To get a good grade.	13%	15%
To learn something that will be useful vocationally or in other future activities	24%	21%
Because it is enjoyable and interesting.	5%	9%

The characteristics of student study (Table 7) reflect that the factor of interest, discussed in relation to Table 6 as not seeming to be an important aspect of study at U.S.C., is exceptionally important to the student. Typically the student feels that his special abilities and special interests will not be rewarded. To an extent this is on the wane. More attention appears to be given to student interest and needs. There seems to be an indication of student need for faculty direction or support in ECQ 1 and 2. The data in ECQ 2, however, reveal some improvement in meeting student needs.

Table 7

Characteristics of Students' Study at U.S.C.

		ECQ One 1972	ECQ Two 1974
Without grades, I cannot evaluate my intellectual ability.	False	80%	75%
I am often involved in following up my own ideas when I am supposed to be doing homework.	True	74%	68%
I find I cover the set material equally proficiently whether I find it interesting or not.	False	77%	61%
Often I learn more from studying along my own lines than through completing set assignments.	True	67%	61%
I am particularly interested in several topics that are outside my course work.	True	81%	81%
I sometimes experience great relief when I find someone who will give me advice and encouragement about my academic work.	True	79%	85%
I like to know, with homework assignments, exactly what I am supposed to be doing, how important it is, and preferably how long it should take.	True	78%	77%
I like to be left to work things out entirely on my own.	False	67%	66%
In labs I like to be given clear instructions about what to do, otherwise, it turns out to have been a waste of time.	True	77%	80%
I feel that I have certain special abilities and specific interests that will not be rewarded at my school.	True	67%	63%
The topics I get specially interested in are ones that I come across in the required reading.	False	75%	68%
When studying the subjects I like most I find I work very much harder.	True	85%	78%

There were indications that students played a rather passive role in the classroom (Table 8), though student reactions to courses (Table 9) indicated a trend toward increased student confidence and interest. Also in contrast to the general finding of Table 8 above, an increasing percentage of students are taking the initiative in some way to challenge, "openly argue with," their professors (Table 10). Other course attributes are examined in Table 10 and show little change from 1972 to 1974.

In general, data concerning in-class activities (Table 8) were essentially the same for both administrations of the ECQ. Students reported that by far the activity which consumed the most time in class was listening to what was being said, primarily in order to remember (including taking notes). Other activities, in order of emphasis were: doing own thinking about the ideas presented (analyzing, thinking of implications, checking for soundness, mentally criticizing, etc.); actively working at desk or lab tasks relevant to the class; participating in discussion, making statements to the class, speeches, formal presentations; doing things unrelated to class (daydreaming, dozing, writing letters, reading, thinking about ideas for other classes, bull sessions, etc.)

Table 8

Class Activities*

	ECQ One 1972	ECQ Two 1974
Listening primarily to remember.	79%	76%
Doing your own thinking, enalyzing, criticizing	31%	21%
Actively working on problem.	14%	14%
Participating in discussion.	8%	9%
Doing things unrelated to class	4%	3%

*50% of the time or more.

Table 9

Student Reaction to Courses*

	ECQ One 1972	ECQ Two 1974
Worried, tense	23.2%	19.0%
Confident, competent	57.9%	70.6%
Bored, uninterested	31.2%	25.4%
Interested, attracted	63.9%	69.0%
Challenged to do one's best thinking	48.0%	57.4%

*Those students responding "frequently" or "most of the time."

Table 10

Course Attributes

	ECQ One 1972	ECQ Two 1974
Students have assigned seats.	18%	15%
Attendance is usually taken.	49%	43%
Lectures follow the textbook.	58%	55%
The teacher encourages class discussion.	69%	68%
I have been in the teacher's office.	47%	48%
If he wanted to, a student probably could pass this course mainly on "bluff."	18%	19%
The teacher knows my name.	60%	64%
The teacher is engaged in some kind of research.	48%	52%
We sometimes have unannounced quizzes	22%	15%
Examinations are usually of the objective type. (multiple choice, matching, etc.)	45%	39%
Examinations are usually of the "essay" type.	43%	41%
Examinations are not given.	9%	13%
I almost never speak unless called on.	49%	42%
I sometimes argue openly with the teacher.	21%	58%
I sometimes argue openly with other students in the class.	21%	25%
I have been a guest in the teacher's home.	2%	4%

On the first administration of the ECQ in 1972, students reported the following mental activities in study (Table 11), in order of the amount of time spent in each: memorizing - learning specific things, words, ideas, methods, to remember them in pretty much the same form as encountered; interpreting - mentally putting things in different terms, translating, reorganizing, making inferences or extensions of thinking based on principles given; evaluating - making judgments about the value of materials (concepts, evidence, theories, arguments, communications) and methods; applying - drawing upon a variety of concepts and applying them to new problems or situations; synthesizing - organizing ideas, information, or parts into new plans, relationships, or structures, as in developing plans for an experiment, writing a poem or essay, deriving principles from data, integrating information from diverse sources; and analyzing - analyzing materials (data, literary works, argumentive or discursive material, etc.) into parts and detecting relationships among parts and ways they are organized.

Data for the second administration of the ECQ in 1974 were very similar with only a minor change in the order of time spent in each activity as follows: memorizing, interpreting, applying evaluating, analyzing and synthesizing. The predominance of memorizing in the students' study further emphasizes their relative passivity in the academic environment at U.S.C.

Table 11

Mental Activities in Studying*

	ECQ One 1972	ECQ Two 1974
Memorizing	44%	44%
Interpreting	29%	28%
Applying	13%	24%
Analyzing	12%	15%
Synthesizing	13%	15%
Evaluating	17%	17%

*50% of the time or more.

Of interest here are some of the findings from the IFI concerning undergraduate learning. In 1972, only 47% of the faculty indicated that "how best to communicate knowledge to undergraduates is a question that seriously concerns a very large proportion of the faculty." This figure increased to 61% in 1974, but remained below the IFI national norm of 76%.[1] Fifty-seven percent of the U.S.C. faculty in 1972 disagreed with the statement that "because of the pressure of other commitments, many professors are unable to prepare adequately for their undergraduate courses." In 1974, the figure had increased to 65%, but, again, remained below an IFI norm of 72%. Less than one-tenth of the U.S.C. faculty (1972, 8%; 1974 9%) indicated that "faculty promotion and tenure are based primarily on an estimate of teaching effectiveness." In comparison the IFI norm was 37%. Only 31% of U.S.C. faculty in 1972, and 41% in 1974, agreed that "in recruting new faculty members, department chairmen or other administrators generally attach as much importance to demonstrated teaching ability as to potential for scholarly contribution." The IFI norm for this statement was 77%.

STUDENT-FACULTY RELATIONSHIPS

Except for slight differences, student responses on the ECQ concerning student-faculty relationships were essentially the same for 1972 and 1974. The way in which students generally perceive those relationships may be summed as follows:

Approximately one-third of the students (Table 12) reported talking with only one or two members of the faculty or administration for more than five minutes outside of a regularly scheduled class meeting during the "present" semester. Likewise, a similar percentage reported having talked with three to five faculty or administration members. The figures reported for the number of conversations with faculty members outside of class were very much the same. About one-third reported

[1]The reader is reminded that the IFI was normed primarily on liberal arts colleges and this accounts in part for many of the sizeable differences when compared with U.S.C.

only one or two conversations during the semester and one-fourth reported three to five conversations. It is interesting to note that over a fifth reported no conversations with faculty or administration members outside of the classroom.

Less than half of the students reported that only one or two faculty members knew them well, while 28% of the students on both administrations of the ECQ reported that they were not known well by any faculty members.

A majority of students reported no participation in non-academic activities with members of the faculty or administration, however, the improvement in student/faculty interaction should be noted in this area. Three-fourths of the students reported that they had not been in a faculty or administrator's home, and well over 80% reported that no members of the faculty or administration had participated in activities in student residence halls, including formal and academic programs.

Table 12

Student-Faculty Relationships
Out-of-Class Interaction

	ECQ One 1972	ECQ Two 1974
Talked with 1 or 2 members of the faculty or administration for five or more minutes outside of class.	34%	38%
Talked with 3 to 5 members of the faculty or administration for five or more minutes outside of class.	40%	33%
One or two conversations of five or more minutes outside of class with members of the faculty or administration.	32%	37%
Three to five conversations of five or more minutes outside of class with members of the faculty or administration.	25%	22%
No conversation of five or more minutes outside of class with faculty or administrators.	21%	22%
One or two faculty or administrators - know them well.	46%	43%
Not known well by any faculty or administrators.	28%	28%
No participation in out-of-class activities with faculty or administrators.	62%	54%
Have never visited the home of a faculty or administrative member.	76%	75%
No members of faculty or administration have participated in residence hall activities.	84%	82%
Report 1 to 20% of their teachers welcome student visits to their office.	29%	27%

The greatest influences upon students by faculty and administration (Table 13) were reported as: increasing intellectual competence and/or curiosity; increasing a sense of purpose and direction; increasing the range of feelings, sensitivities and awareness (aesthetic, social, spiritual); and enabling the student to see himself more clearly. Overall there has been a trend toward increased faculty influence especially in the area of intellectual competence and curiosity.

Table 13

Major Faculty Influence

	ECQ One 1972	ECQ Two 1974
Becoming more open to people and more understanding of them.	12%	15%
Seeing myself more clearly.	13%	11%
Increasing my range of feelings sensitivities and awareness (aesthetic, social, spiritual).	18%	16%
Increasing my sense of purpose and direction.	21%	26%
Clarifying my values and beliefs.	8%	11%
Increasing intellectual competence and/or curiosity.	33%	41%

The substance of student-faculty conversation outside of the classroom as applied to student advisors (Table 14, ECQ 2) showed an expected emphasis on formal academic arrangements and future educational vocational plans. Conversations dealing with personal problems and campus events were least emphasized. Conversations with "other faculty" showed no special emphasis. Students seemed less likely, however, to discuss personal problems with advisors or other faculty in comparison with other concerns. It is surprising to note that students are somewhat more inclined to discuss personal problems with "other faculty" than with their advisor.

Table 14

Substance of Student-Faculty Conversations

	Conversations of More Than a Few Minutes			
	Advisor		Other Faculty	
	1972	1974	1972	1974
Formal academic arrangements	59%	51%	27%	32%
Questions, ideas, problems concerning your future educational or vocational plans	36%	30%	33%	31%
Problems and issues of immediate concern in your personal life	12%	12%	21%	16%
General topics in the academic field of the faculty member	17%	21%	31%	32%
Campus events, activities, issues	8%	11%	19%	26%
Other general conversations, light or serious	21%	23%	36%	33%

Concerning student-faculty relationships, it is revealing to look again at the results of the IFI. In 1972, 42% of the USC faculty participants in the IFI agreed that "most faculty members are quite sensitive to the interests, needs and aspirations of undergraduates." The comparable national IFI norm was 81%. In 1974, the figure for USC increased to 56%, a sizeable increase in two years but still far below the IFI norm.

Only 15% of the USC faculty in 1972 agreed that "professors get to know students in their undergraduate classes quite well," compared to an IFI norm of 70%. In 1974, the figure increased to 28%, still far below the IFI norm.

In 1972, 26% of the faculty at USC indicated that "generally speaking, there is.... much contact between professors and undergraduates outside the classroom." In 1974, this figure increased to 36%, but remained considerably below the IFI norm of 69%.

FRIENDS AND ACQUAINTANCES

Typically, U.S.C. students are acquainted with 25-100 fellow students by first name, of which 4-19 are considered to be close friends. The most often listed topics of conversations with friends (Table 15) are problems and issues of immediate concern in one's personal life (adjustment to academic programs, social relations, worries, etc.); campus events; and movies, plays, art shows, concerts, visiting speakers, and general academics.

Table 15

Topic of Conversation

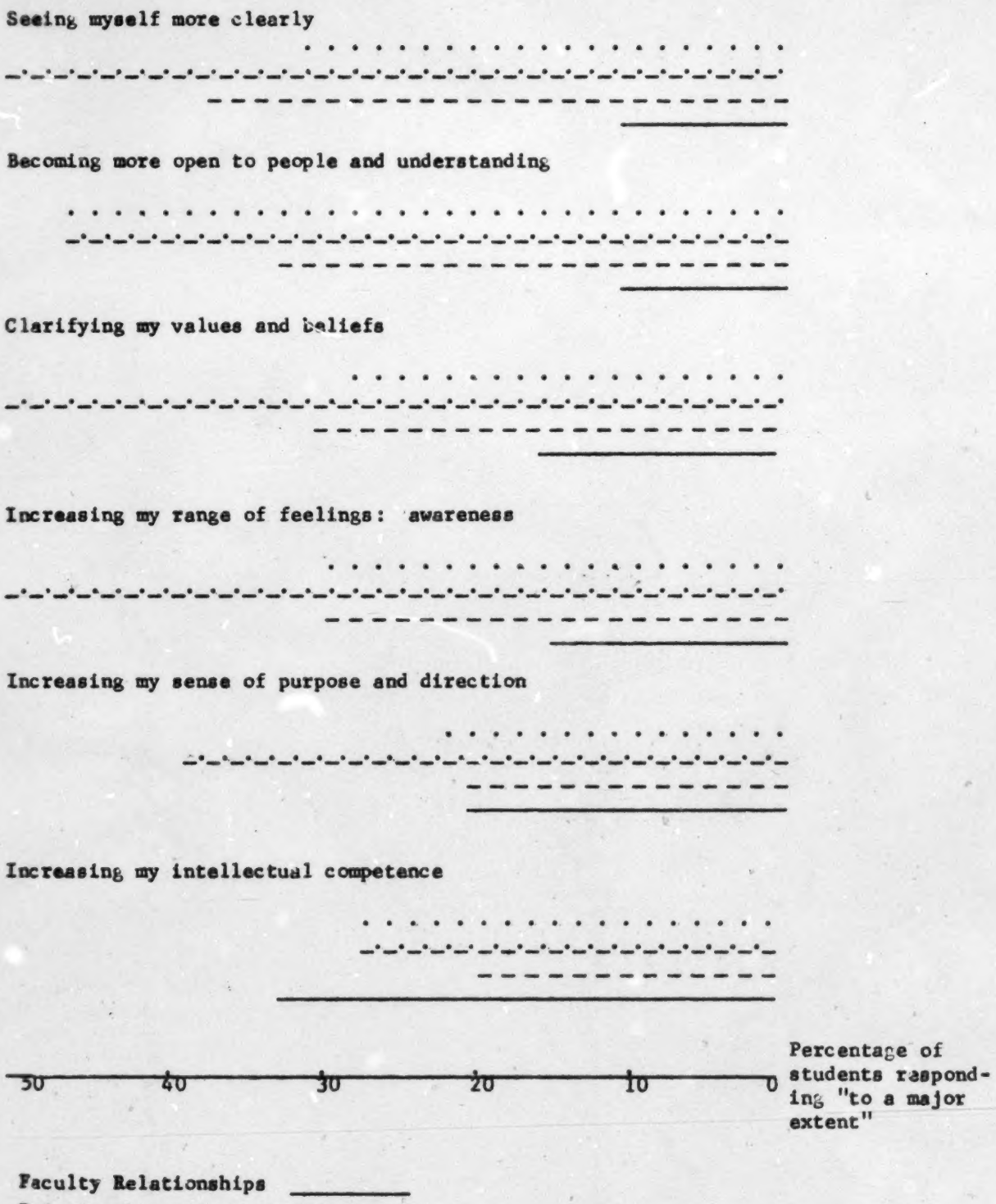
	Percentage of Conversations of More Than A Few Minutes	
	1972	1974
Formal Academic	47%	43%
Future Educational Vocational Plans	63%	60%
Personal Concerns	74%	71%
General Academic	67%	71%
Movies, Plays, Other Entertainment or Special Events	67%	69%
Campus Events	55%	70%
International Affairs	58%	55%
Domestic Affairs	59%	57%

Relationships with the best friend of the same sex, best friend of the opposite sex, and closest group of associates are all characterized primarily by the students' enjoyment of such friendly relationships.

The greatest influences of all these relationships (Figure 1) were reported to be: aiding the student to see himself or herself more clearly; increasing the range of feelings, sensitivities and awareness (aesthetic, social spiritual); and becoming more open to people and more understanding of them.

Figure 1

Major Influences of Relationships



EXTRA-CURRICULAR ACTIVITIES

Participation (Table 16) was found to be approximately the same for both administrations of the ECQ in the areas of planning and regulatory activities of living groups (1972, 39%; 1974, 40%), student or community government (1972, 21%; 1974, 22%), school spirit and hospitality organizations or activities (including freshman orientation committees, guides, rally and pep groups) (1972, 28%; 1974, 28%), social services or special educational work (tutoring, leading youth groups, leading recreation, etc.) (1972, 31%; 1974, 30%) and groups for student recreation (folk dancing, outing group, hobby group) (1972, 15%; 1974, 17%). Although the total percentage of students participating in school spirit and hospitality groups has not increased, a substantial increase was found in the percentage of full-fledged participants (1972, 6%; 1974, 10%).[2]

Participation was found to have decreased in activities sponsored by religious groups (excluding attendance at services as a participant with no special assigned role) (1972, 27%; 1974, 22%).

An increase in participation was found in all of the following activities, varsity or intramural sports (including practicing with the team) (1972, 26%; 1974, 32%), on-campus organizations for students interested in a special vocational or academic field (1972, 22%; 1974, 30%), drama, music and art activities (in non-audience capacity) (1972, 19%; 1974, 22%), and journalism, broadcasting and literary activities (1972, 11%; 1974, 15%). Concerning these increases, it should be noted that the increases in participation in both drama, music and art activities, and journalism, broadcasting and literary activities are primarily increases in limited rather than full-fledged participation.

[2]Participation involved classification in four categories: 1) no participation, 2) participated to a limited degree, 3) full-fledged participant, no leadership responsibility, and 4) active leadership role.

Table 16

Extra-Curricular Participation in Activities*

	ECQ One 1972	ECQ Two 1974
Activities of Living Group	39%	40%
Student Government	22%	22%
Sports	26%	32%
Religious Groups	27%	22%
Vocational/Academic Groups	22%	30%
Pep or Hospitality Group	28%	28%
Drama, Music, Art	19%	22%
Social Services or Special Education Work	31%	30%
Student Recreation	15%	17%
Journalism, Broadcasting, Literary	11%	15%
Other	-	42%

*Participation of any kind.

Approximately two-thirds of the participants in both administrations of the ECQ (1972, 63%; 1974, 61%) reported participation in one to three extra-curricular activities to at least a limited degree. About one-fourth (1972, 24%; 1974, 23%) reported no participation in any extra-curricular activities. Approximately 20% of the students in 1972, and 24% of the students in 1974, reported serving as an officer, chairman, committee head or captain in one or two activities, while approximately three-fourths of the students (1972, 76%; 1974, 73%) reported that they did not serve in such a position.

By far, the most time reported spent in any single activity, for both administrations of the ECQ, was for studying in relation to courses taken for academic credit. The amount of time spent in study by U.S.C. students is shown in Table 17. Student time spent in other activities varied from 1972 to 1974 as can be seen in Table 18.

Table 17

Hours Spent Each Week in Studying in Relation to Courses Taken for Academic Credit

	ECQ One	ECQ Two
9 hours or less	36%	32%
10 - 19 hours	32%	35%
20 - 29 hours	23%	22%
30 - 39 hours	6%	6%
40 hours or more	3%	5%

Table 18

Students Spending at Least Four Hours Each Week in Various Extra-Curricular Activities

	ECQ One	ECQ Two
Reading for pleasure	33%	21%
Playing chess, cards, checkers, etc.	15%	19%
Participating in sports and practice sessions	26%	32%
Watching television	54%	60%
Attending movies, plays, concerts, visiting speakers, etc.	32%	31%
In informal discussions about serious topics	34%	32%

SATISFCATION WITH EDUCATIONAL EXPERIENCE:

Student satisfaction with the educational experience at U.S.C. is presented in Table 19. Generally, there appeared to be more satisfaction with the educational experience at U.S.C. in the 1974 administration of the ECQ than in the 1972 administration; 83% of the participants reported that they were at least fairly well satisfied in 1974, compared with 76% in 1972. Approximately two-thirds of the participants in both administrations of the ECQ indicated that, knowing what they know now about U.S.C., they would still choose to come to U.S.C. if the choice could again be made.

The majority of students indicated that whatever their doubts may have been concerning whether U.S.C. was the right school for them or not, these doubts were infrequent.

Table 19

Satisfaction with Educational Experience

		ECQ One	ECQ Two
Satisfaction with educational experience at U.S.C.:	Very Well	17%	25%
	Fairly Well	59%	58%
	Not Very Well	19%	14%
	Not at All	5%	3%
Doubts as to whether U.S.C. was the "right college":	Frequently	16%	14%
	Occasionally	31%	33%
	Once or Twice	36%	32%
	Never	18%	21%
Would again choose to attend U.S.C.:	Definitely Yes	21%	26%
	Probably Yes	46%	43%
	Undecided	15%	15%
	Probably Not	12%	11%
	Definitely Not	7%	5%

Conclusion

Perhaps the best concluding statement about the U.S.C. environment was that made in a January, 1973 report of Strategies for Change and Knowledge Utilization:

> "Disinterest in undergraduate learning contains within itself serious obstacles to solution. Students may not press for change from an apparently easy academic life. In fact, over 75% of ECQ respondents said they were at least 'fairly well' satisfied with their educational experiences at U.S.C. Faculty therefore may get little feedback that their efforts do not challenge students. This absence of complaint, coupled with lack of interest in undergraduates, lack of contact with them, and lack of rewards for teaching, suggest that faculty are unlikely to press for improvements in approaches to student motivation . . ."

Some positive changes have occurred since those remarks as evidenced by the ECQ II results. A comparison of the two administrations of the ECQ indicates, however, that those changes have been slight and a need for continued concern, for continued improvement of the academic environment still exist.